

VOLUME XV

NUMBER 10

The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
Magistri Neque Servi



JUNE, 1935



The Conflict

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The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Association
Published on the First of Each Month.

Vol. XV

EDMONTON, JUNE, 1935

No. 10

Editorial

TEACHER-BAITING

OCCASIONALLY we read *The Calgary Herald*—at least we used to do. It seems that others than the A.T.A., particularly the Calgary membership, have come to realize that the yellow press have no pointers to give to *The Herald*. It is not our intention to pass any opinion on the merits or demerits of a bitter dispute between Mr. Aberhart and *The Herald*, because in the first place the A.T.A. is an educational organization, and as such it is divorced from party politics; secondly because we are not thoroughly informed as to the details of this particular case. Presumably, we put the issue fairly when we state that Mr. Aberhart charged that *The Herald* policy in relation to the subject of Social Credit has been one of: "persistent refusal to treat this matter fairly, ignoring it when it seemed politic to do so, misrepresenting and falsifying it when it felt it was to the advantage of *The Herald* and confusing the issue often-times with personalities". The Social Credit leader decided not to take it lying down and counter-attacked at a most vulnerable point. He announced that he had cancelled his own subscription to *The Herald* and that if, say 10,000 other subscribers felt the same way about it, the advertisers—those who furnish newspapers with their life-blood—might arrive at the conclusion that paying for advertisements which were unread by so many otherwise potential customers, was poor business and waste of good money. *The Herald* countered with copious supplies of righteous indignation and made an offer to devote free of charge a full page of material for Mr. Aberhart to outline his Social Credit plan. Mr. Aberhart refused to "bite" on the ground that it is not usual for the leaders of any party to submit plans to "the intelligence department" of definitely declared opposing forces. He suggested further, that *The Herald* should of itself compile and publish material for instruction of the public. At the same time the Social Credit leader says: "I cannot feel your motives are as entirely altruistic as you would have them appear when you make such a gracious proposition," and in declining the invitation administers a final "cuff": "You must know," he writes, "that the majority of the reading public consider *The Herald* in its editorial policy, at least, one of the weakest and most reactionary papers in Canada."

AS previously stated, the A.T.A. is not officially interested in any party political platform, as such, except insofar as it relates to education. However, the traditional char-

acteristic of the genuine Britisher is to constitute himself an exponent of British fair play, and we must be pardoned for going so far as to suggest that if *The Herald's* treatment of Mr. Aberhart and the Social Credit Party is at all analagous to their treatment of us (and in the light of our experience why should it be assumed to be otherwise?) there is no wonder at the reaction. Of course, we all know and understand that most newspapers are linked up with particular interests, usually political parties, and one must expect therefore that their editorial columns will savor of party bias—of propaganda, if you like. On the other hand one is justified in expecting:

(1) That the news items will be composed of plain statements of fact—happenings of interest to the general public, free from what might be called "dolling-up", to give a wrong slant on any situation;

(2) The editorial comments, colored by partisanship certainly, but nevertheless well reasoned out according to the rules of gentlemanly debate, and without personalities being introduced or other unfair advantage taken. A newspaper that does not comply with these reasonable "rules of the game" is, so to speak, fighting from a coward's castle.

THE A.T.A. and the Calgary teachers feel just this way about *The Herald*: that for some years past a new spirit has permeated their "atmosphere" in regard to teachers and education; that a "teacher-baiting" policy has been ordered to be adopted, irrespective of what had been their policy in the past. Here is an example in point:

The Herald, September 26, 1921, had this to say in regard to the contract question and the Board of Reference:

"Consideration of the proposals advanced by the teachers and placed before Hon. Perren Baker, reveals few points on which disagreement might arise. The teachers are not asking too much when they plead for a form of contract that will give them an opportunity to defend themselves before being dismissed, or that they will be allowed an adviser when an investigation is required."

THIS very thing *The Herald* advocated in 1921—an impartial Board of Reference, providing a teacher with facilities to defend himself when dismissed—is finally secured after years of effort and, after being in operation for a year, the legislation is virtually repealed. Does *The Herald* protest; does it give one thought to consistency? Not one little bit! Here is what it says in 1935 regarding the self-same matter:

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"They (The A.T.A.) have lost one of their most tyrannical institutions, the Board of Reference. This Board had power to over-ride the decision of any board of trustees to dispense with the services of a teacher and to force a board (school board) to retain a teacher however unsatisfactory his or her services might be." (*Herald*, April 26, 1935.)

SO what was urged as "not asking too much" in 1921 is dubbed a "tyrannical institution" in 1935. Just the common technique for obscuring an issue by cloaking oneself with virtue and covering one's enemy with approbrium. The last quotation seems to us to be a gratuitous insult to the Honorable Judge who constituted the Board of Reference. What Honorable Judge would actually ram down the throat of a school board acting conscientiously, a teacher unsatisfactory and inefficient? As a matter of fact, the onus of proof rested on the appellant teacher (*The School Act*, Section 160, subsection 6):

- (1) That in dismissing the teacher the school board were acting from personal, malicious or irrelevant motives—"Not acting as reasonable persons should act in the discharge of their duties as trustees", and/or
- (2) That there was neither misconduct nor inefficiency of the teacher; nor anything in the mode of life, character or disposition of the teacher of a nature calculated to make the retention of the teacher detrimental to the proper and efficient conduct of the school, and/or
- (3) That the dismissal was not conducive to the general welfare of the district and the betterment of the educational facilities therein, and/or
- (4) That the financial necessities or circumstances of the district rendered the dismissal necessary.

Would it not be just as logical and reasonable to attack the Criminal Code as being a "tyrannous institution" on the ground that a Court is given power to sentence a citizen to gaol for theft, no matter how amiable and inoffensive his friends might consider the accused to be. The fact is, however (as every sane person well knows) before giving judgment against or sentencing a person to gaol, the Court is bound to have established without any shadow of doubt that the accused is "guilty" and that justice demands that he should bear some penalty for wrong doing. Instead of throwing out innuendos and half truths why does not *The Herald* come out straight-forwardly and accuse the Board of Reference of partiality—of being a kind of "Judge Jeffreys" with his fangs bared to wound poor inoffensive school trustees who could never (Oh, no!) act unreasonably or unjustly towards their teachers.

THE editorial in which the above-mentioned quotation appears, from beginning to end, indulges in half-truths, fallacies and invectives. It sets up men of straw and then gleefully indulges in the spectacular sport of bowling them over. Here as an example:

"The object of Law Society legislation or Medical Society legislation or that of any other group of professional men, to which the teachers' spokesmen have compared their Bill, is not to use the powers conferred to fight the public but to protect the public so that no quack or imposter may prey on the people and that no person otherwise unworthy may become or remain a member. When service to the public has ceased to be the end and aim of these societies they have no reason for their existence."

It is suggested that it is setting up a man of straw to leave the implication that the aim of *The Teaching Profession Bill* was to secure powers wherewith to fight the public or to foist quacks or imposters on them. There was no such

intention or purpose behind the Bill and we challenge *The Herald* or anybody else to prove otherwise. If they are not prepared to furnish proof, then ordinary decency demands a retraction.

Again, says *The Herald*:

"It is difficult to discover anything in the Teachers' Bill that was for the benefit of the public."

One is justified in asking: "Did the writer ever scrutinize the Bill, if so could not he discover anything therein (for example in Section 3 quoted below), of benefit to the public? If not, surely his intelligence must be of the warped variety:

3. The objects of the Association shall be:
 - (a) To advance and promote the cause of education in the Province of Alberta;
 - (b) To raise the status of the teaching profession:
 - (1) By initiating and promoting research in methods of arousing interest in presentation of teaching the various subjects of the curriculum;
 - (2) By establishing research libraries and circulating libraries of books, treatises and papers designed to assist the teacher in the class room.
 - (c) To promote and advance the interests of teachers and to secure conditions which will make possible the best professional service;
 - (d) To arouse and increase public interest in educational affairs;
 - (e) To co-operate with other teachers' organizations in the provinces of the Dominion of Canada and throughout the world, having the same or like aims and objects.

AGAIN the editorial says: "If any teacher wishes to remain out of the Alliance and bargain with school boards individually. Why not?" Another man of straw! Whence from the Bill does the justification arise for concluding, even assuming, that the purpose or intention of the Bill was to force teachers to bargain collectively with school boards? As a matter of fact, the A.T.A. sought the insertion of two amendments to the Bill which would make plain that that was not the motive behind it; nevertheless a few of *The Herald's* friends in the Legislature just would not permit their insertion. These were the amendments sought:

The Lieutenant-Governor-in-Council may suspend or render inoperative the whole or any section of this Act:

- (1) Upon reasonable evidence that the Association or the Executive Council has ordered, induced or persuaded or attempted to order, induce or persuade any teacher or teachers to leave the service of any school board;
- (2) Upon reasonable evidence that the Association or the Executive Council has attempted to compel any member or members to teach only in accordance with any specific annual rate of salary or schedule of salaries prescribed by the Association or the Executive Council.

Throughout the whole editorial, which is typical of their attitude towards teachers *The Herald* angel sings discordantly the psalm:

"O Public Weal; We stand on guard for Thee!"

It is just a psalm; full of teacher-baiting sentiment, not an argument. Still, perhaps *The Herald* is wiser than one might judge from the quality of reasoning in its editorials in this regard. It believes probably, that if a thing is implied, if an innuendo is thrown out and repeated, a large section of the public will grab the "bait" as embodying fact. Regretfully it must be admitted that the teachers have not the required publicity machinery at their disposal to offset the damage done them in the public mind, and to that extent

The Herald is not lacking in *savoir faire*. Consequently, we cannot resist the temptation to respond with Mr. Aberhart: "We cannot feel your motives are not as entirely altruistic as you would have them appear."

Q. E. D.

A SQUIB at the foot of the editorial column of *The Calgary Herald* of April 26th, 1935, reads as follows:

"Professor Alexander of the University of Alberta is not going to run for Parliament after all. The decision will enable him to devote all his time and thought to his official duties."

Which, presumably, in the opinion of *The Herald* is as things should be.

Above this squib is a lengthy editorial commenting adversely on the *Teaching Profession Bill*. One of the "cracks" taken against the A.T.A. is that "some of the officials are not even teachers". If the editorial and the squib be reconcilable, the editorial writer's mind must run in some channel similar to this:

Proposition A.

Activities of a teacher outside of school hours prevent a teacher from devoting all his time (even his snoring time) to his teaching duties;
It is right and proper that a teacher should devote all his time to his teaching duties;
Therefore a teacher should not engage in any other activity than his teaching duties.

Proposition B.

Acting as an official of a teachers' organization is devoting time to activities outside his teaching duties;
Therefore no teacher should be an official of a teachers' organization.

Proposition C.

Every official of a teachers' organization should be a teacher;
But, since it has been demonstrated in Proposition B. that no teacher should be an official of a teachers' organization;
Therefore no person at all whether teacher or non-teacher should be an official of a teachers' organization.

Proposition D.

An organization can not exist unless some person or persons are appointed or elected (common sense) and since it has been demonstrated in Proposition C. that no person whether teacher or non-teacher should serve as an official of a teachers' organization;
Therefore, no organization of teachers can or should exist at all. (Which, presumably, in the opinion of *The Herald* is as things should be.)

N.B. For the information of *The Herald* we beg to humbly point out that every official of the A.T.A. is a teacher; although there is one official who served over 20 years in the class room as a fully qualified teacher, who by reason of his official duties in the A.T.A. is no longer in a position to practice teaching.—Editor.

Query: Did *The Herald* ever take the trouble to find out whether or not all members of the Alberta School Trustees' Association (exclusive of the non-trustee Secretary-Treasurer) are trustees of any school district in the Province of Alberta?

RESULT OF ELECTORAL VOTE

Members will be interested to learn that in the matter of the Alberta Teachers' Association taking over the assets and liabilities of the Alberta Teachers' Alliance, Inc., only one local voting voted against. The wishes of the majority of locals have therefore been implemented and the teachers' organization in this province is now known as the Alberta Teachers' Association.

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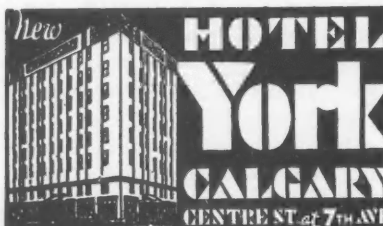
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Obituary

THOSE who knew George Walter Gorman, B.A., intimately, those whose lot it was to be brought frequently into official contact with him, are conscious of a feeling of blankness at the news of his sudden death on board the steamship "Lady Somers" on May 31st, last. When he was with us we failed to realize to what extent his personality had gripped us; now that he has left us, intense grief and dismay have taken possession of our being to the extent that one can not yet regard the loss with calmness and detachment. Without his genial presence the Department of Education can not be the same again. Possibly the finest tribute that can be paid to any man is that his absence, his departure hence, results in his being genuinely missed, and the wish unexpressed, but present in the mind, knowingly futile though it may be, that the place where one used to meet him might be graced with his presence once more. That tribute is squarely laid at the feet of our lamented Chief and friend, George W. Gorman. We who knew him as a friend, an associate, can appreciate in fuller degree than others the depth of loss and grief that must overwhelm those who have lost a husband or a father, and our sympathy to the bereaved ones is extended in fullest possible measure.

It seems but yesterday that we were writing an appreciation of Mr. Gorman immediately following his appointment to the office of Deputy Minister of Education. The offering then paid to him was wholehearted but in a measure inadequate to voice the contentment and gratification at his appointment by those who were in a position to know him and appreciate his sterling qualities. The gratification and contentment then felt is now but comparable in degree to the regret, grief and sense of deep, abiding loss at his untimely and so unexpected departure from our midst.

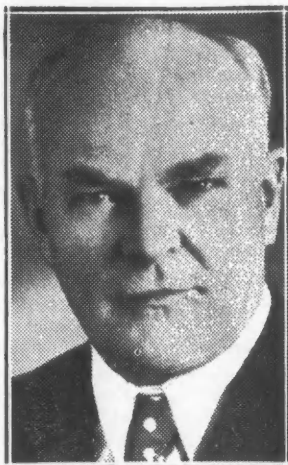
During his few months in office as Deputy Minister those of us who thought they knew and understood George previously, came to the conclusion that he was endowed with qualities and abilities neither suspected nor understood. As his circle of official contacts widened the number of his personal friends and admirers increased, and it became evident immediately that a new force, a congenial influence, an outstanding organizer was at the helm of the Alberta educational system. A period of re-organization and changing around is generally one of unhappiness, of anxiety and dislocation. Here, however, seemed the one exception to the general rule. Under the new Head the changes were completed or in process of completion in a happy atmosphere. The Chief was around exposing his rare humor and good fellowship, extending his encourage-

ment and yet, withal, an underlying firmness. The staff just could not help but co-operate involuntarily with the new Deputy who was winning a popularity and confidence which would not only wear well but, as time passed, would be enriched and enhanced. Beneath his cordial, almost merry, exterior there was a

depth of sincerity, of conviction and idealism of which his intimate friends only could be fully aware. Again, he was endowed to a marked degree with that property so uncommonly possessed by human beings, which marks the real distinction between the ordinary and the extraordinary man—common sense. May we be pardoned for repeating what was said in this magazine when Mr. Gorman became Deputy Minister in November of last year: "Those who know him intimately feel sure that the office will lose nothing in the way of dignity and respect by reason of the choice made. He is blessed with shrewd judgment and an unusual capacity for getting at the kernel of a problem while stripping it of its shell fragments, or irrelevant and personal exigencies or involvements. Once arrived at a decision he is resolute and fearless in exercising his discretion or in tendering his opinion, and ad-

vice. Moreover, Mr. Gorman and 'snap' decisions are never found in company together, and both sides of every question must be brought before him as a prerequisite to his determination of it. Few persons possess as happy a faculty as he to meet a group of people (e.g. a school board or electors' meeting) called together by reason of dissention—often one group determined, come what may, to win out over the other 'gang'—to hew a straight course through the tangle, prodding, first one, then the other, make his decision, and leave all present in good humor, inclined to abide by the result." The longer he served in the office of Deputy Minister the more manifest was the promise of continued harmony and open-mindedness throughout the service.

Possibly few teachers are aware that Mr. Gorman was the first President of the A.T.A. and although, necessarily, his official positions, first as Inspector of Schools, then as Chief Inspector and Deputy Minister, compelled him often to view a situation through other spectacles than ours, he never showed the slightest disposition to permit official disagreement with the A.T.A. to color his attitude on the next problem to be dealt with. Above all he was loyal to his Minister and to the Department, but he never forgot that he had been a teacher himself and had a kindly attitude towards all members of his profession. He never adopted the hackneyed attitude that it was right and proper for the teachers to organize and then, by implication



George W. Gorman, B.A.

and attitude, object to the organization functioning on behalf of its members, individually and collectively. He never deviated from the attitude that matters affecting a group (e.g. teachers or trustees) should be discussed with the representatives of that group before a decision was made. We can recall no case where the responsibility rested upon him, and where action of the Department of Education affecting teachers was taken without the matter first being brought to the attention of the A.T.A. In his public addresses to teachers from time to time, he had no hesitation whatsoever in telling his audience that "the A.T.A. was one of the 'loyalties' of the teacher, whether or not he personally agreed with the policies of that organization."

He was keenly appreciative of the regard of the teachers and, although feeling in a shaky state of health and planning to take a rest in the form of a sea voyage, he decided to postpone his trip to accept the invitation to head the Convention banquet in the Macdonald Hotel, Edmonton during Wednesday of Easter Week, thus giving him his first (and what proved to be the only one) opportunity of greeting and being greeted officially by the Provincial Teachers' Convention. During the banquet Mr. Gorman felt unwell and had to leave the hall immediately following his chairman's remarks. A severe heart attack had taken possession of him and, although not able to leave the hotel for some days, he recovered sufficiently to convince himself that he was able to appear at his office and carry on for brief periods. It was evident, however, that he was not in a condition to continue and he left Edmonton for a trip to Bermuda on May 24th, feeling confident that the trip would restore him to normal health. However, such was not to be. The boat left Montreal on May 29th, and on the night of Friday, May 31st, at 11:25, while off Henry Island, Cape Breton, Mr. Gorman requested the presence of the physician. At 11:40 he passed away. The funeral took place at sea at 10:00 a.m. on June 3rd.

A memorial service was held in the Robertson United Church, Edmonton on Wednesday, June 5th, attended by: the bereaved Mrs. Gorman and the other members of his family, John and Elizabeth; the Minister of Education; the Supervisor of Schools; other officials of the Department; Normal School Instructors; Inspectors; several members of the Executive Council;

members of the Civil Service; the President and all available members of the Provincial Executive of the A.T.A.; local officers of the A.T.A. and a large number of other admirers and friends of the deceased, teachers and non-teachers. Dr. John T. Ross, retired Deputy Minister of Education, Mr. Gorman's predecessor, delivered an address appreciative of Mr. Gorman's career, personality and life, and the service was conducted by the Pastor of the church, Rev. H. A. McLeod.

Mr. Gorman was an Ontario boy who had been in the West for over twenty-seven years; Petrolia was his home town and McMaster his alma mater. He graduated in 1905 after taking the full General Arts Course in addition to Honor Courses in Philosophy and Political Economy, obtaining First Class standing in his specialties. After graduating he put in two years in the well drilling machinery business and taught a mixed rural school near Regina, of Russians, Germans and English, for one year, but he decided to go West. We find him next in Calgary Normal School, graduating thence in the spring of 1909 with his First Class certificate. He made his debut at Carstairs as an Alberta teacher, serving as Principal of the School and Secretary-Treasurer of the Town from 1909 to the summer of 1912, when he secured appointment under the Edmonton Public School Board as Principal of the Norwood Public School. His previous work had brought him particularly to the notice of the Department of Education, so much so that he had served but a couple of months in Edmonton before he was appointed in November, 1912, to take charge of the High River Inspectorate. One year at High River, then a transfer to Medicine Hat where he remained until 1918, thence being assigned to Calgary with the city as his centre; one year in Calgary and he then stepped up to the last-but-one rung of the Departmental ladder of promotion—that of Chief Inspector of Schools. In this office Mr. Gorman served for 15 years with distinction, and functioned frequently as Acting Deputy Minister. During his fifteen years as Chief Inspector, he had become familiar with every inspectorate and seemed to know everything worth knowing about practically every school in each inspectorate. He was appointed Deputy Minister of Education in November, 1934

JOHN W. RADOMSKY

Friends will be surprized and grieved to learn of the sudden death of John W. Radomsky at Smoky Lake on Monday, June 3rd, last.

Mr. Radomsky was appointed to the Public School Staff at Smoky Lake in 1927, upon graduating from Camrose Normal School. In 1933 he was appointed to the Smoky Lake High School Staff, specializing in Mathematics. Mr. Radomsky was progressive and energetic and, in spite of ill health, continued his University studies and summer school courses, having just completed his third year University standing immediately before his death. John had always been a keen worker in the A.T.A. and had held the office of President of the Smoky Lake Local for a number of years.

Mr. Radomsky took an active part in community life, in school sports. His obsequies furnished pupils, parents and all associates with an opportunity of manifesting the high esteem and respect in which Mr. Radomsky was held.

I TEACH SCHOOL

I write no poems men's hearts to thrill
No song I sing to lift men's souls;
To battle front, no armies lead,
In halls of state I boast no skill;

I just teach school.

I just teach school, but poet's thrill,
And singer's joy and soldier's fire
And statesman's power, all, all are mine;
For in this little group where still

I just teach school,

Are poets, soldiers, statesmen, all.
I see them in the speaking eye,
In face aglow with purpose strong,
In straightened bodies, tense and tall—

When I teach school.

And they, uplifted gaze intent
On cherished heights they soon shall reach,
And mine the hands that led them on!
And I inspired, therefore, content,

I still teach school.

—Author Unknown.

Platform of The Alberta Teachers' Association

(THE FOLLOWING ITEMS OF POLICY HAVE BEEN ENDORSED BY THE A.T.A. ANNUAL GENERAL MEETINGS. PRACTICALLY EVERY ITEM WAS DEALT WITH IN DETAIL IN THE A.T.A. BRIEF PRESENTED IN OCTOBER, 1934, TO THE LEGISLATIVE COMMITTEE ENQUIRING INTO RURAL EDUCATION IN ALBERTA—See December Issue.)

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6. CLOSER RELATIONSHIP BETWEEN LIFE AND THE COURSES OF STUDY.
7. EQUALITY OF EDUCATIONAL OPPORTUNITY: FREE ADULT EDUCATION: EXTENSION OF HIGH SCHOOL AND UNIVERSITY PRIVILEGES TO RURAL DISTRICTS.
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14. A BOARD OF REFERENCE to serve as a court of appeal in cases of alleged wrongful dismissal of teachers—with power to re-instate or make other award.
15. FULLEST POSSIBLE CO-OPERATION BETWEEN THE A.T.A. AND:
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 - (b) School Boards,
 - (c) All other bodies interested in education.
16. THE RIGHT TO REPRESENTATION OF THE A.T.A. ON ALL BOARDS OF ENQUIRY HAVING UNDER CONSIDERATION THE EFFICIENCY OR CONDUCT OF TEACHERS.
17. RECOGNITION OF THE A.T.A. AS THE ORGANIZATION REPRESENTING THE TEACHING PROFESSION OF THE PROVINCE: (a) by the Government; (b) by school boards.
18. TEACHERS FREE TO EXERCISE WITHOUT RESTRICTION THE FUNCTIONS AND DUTIES OF CITIZENSHIP.
19. HIGHER PROFESSIONAL TRAINING FOR TEACHERS.
20. TEACHING TO BE ON THE SAME LEGAL BASIS AS OTHER LEARNED PROFESSIONS.

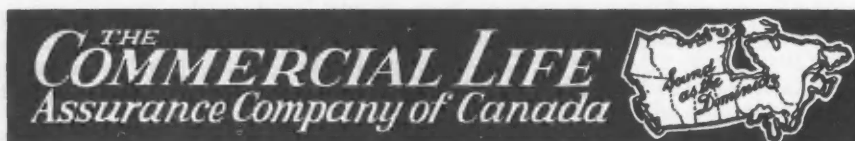
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Education for Living

By Jennie Elliott, M.A.

THE Educational Progress Club of Calgary has suggested a scheme for the re-organization of secondary schools. Interested people will find in it a very evident reflection of the world crisis through which we are passing. Were it not for its name, one might be tempted to suggest that this Educational Progress Club is a bit reactionary. In brief, they propose that we set aside a small group of publicly financed high schools and all our universities to train in a special way a chosen section of our young people. These specially trained graduates will obviously become an exclusive group of intelligentsia but the story does not say what is to become of them when they are trained. It must be obvious that they could not be leaders of the great body of citizens who must carry on the work of the country—for no leaders, in the democratic sense, can lead any but his own associates. They might make demagogues or petty dictators in a fascist state but not, unless in exceptional cases, captains for co-operative effort. Ask a rugby team if they want an outsider for Captain!

That our Educational system is not at the moment meeting our needs goes without saying. How could it do so? The economic and social system for which it was designed is rapidly changing, and begs for guidance as it struggles to meet the ill-defined and conflicting ideals of the New Order. Before we decide upon changes, we should determine what we want—what we are resolved to have—in the economic, social and political new world towards which we are moving. Our whole school and university arrangement has in the past been employed to meet two well-felt needs. One, the dominant one, was that they must teach us, as a nation and as individuals, how to develop our resources and accumulate wealth—how to make a living. The other, less emphasized, was that our system must assist those of us who wished and could afford it, to learn how to improve our culture and expand our capacity for enjoyment.

It will be agreed that the first task has been successfully accomplished. We know how to produce wealth. The second, too, we believe could be carried out effectively were real demands made. But now humanity makes a new demand—begs our Educational system to teach us how to apportion these gifts of wealth and enjoyment we have been taught to produce. Are they for all or to be shared among only a few? As we answer that question during the next few years so we, no doubt, will readjust our educational program and so, no doubt, that program will shape our society. Education must cease telling us how to make a living and begin to teach us how to live.

If then our system of Education has been shaped either consciously or unconsciously by popular demand and must continue to be so shaped, then it is idle to blame universities for trying to dominate high school curricula to their own ends. Universities have been serving not isolated ends but the ideals of a people, as have high schools and other public institutions. To blame them because our ideals have changed is to reflect on our own intelligence. How much wiser it would be to determine with clear-cut insistence what is the nature of our changed ideal and to shape our institutions of learning to develop that ideal!

May we assume that the people of Canada wish to carry on as a democracy—as a state in which all our effort and all our institutions are directed toward securing the happiness, the well-being, the opportunity for work and culture and service of all our citizens? Then two principles must dominate any revaluing of educational ideals:

(1) Education in Canada, that is public education, can not be carried on as two or more distinct efforts with dissociated leadership and organization but must be co-ordinated and unified in purpose;

(2) Educational facilities must not exist apart from the life they are meant to express and serve.

Our newly organized system should, in short, make contacts by its services either directly or indirectly with all our people in every walk of life.

Legislation and Public opinion are agreed that Government control must, to an increasing degree, replace *laissez-faire* in our economic life. Whether that control is fascist or democratic will depend largely on the capacity of our people to know and understand. In any case a vast army of technical experts must be available in the near future to administer such legislation as *The Marketing Act* or carry on research necessary to guide future legislation. Could satisfactory technical leadership come from an expert, however brilliant, who from the age of twelve or fourteen had been isolated from the practical workers in the industry he is called upon to serve? Or could he co-operate effectively with officials of lesser importance, whose training has been entirely dissociated from his, and with regard to whom he has a well-developed superiority complex?

What practical suggestions then can we make for a system which would serve the ends of democracy?

(1) Universities must broaden their courses and connect them with life. Much has already been done in this regard by Science departments where students are employed at remunerative research work during the summer holidays and even during the term. This work with government aid could be extended to all departments. Art students, for example, could find practical employment in Summer Schools of Drama, Music or Literature.

(2) High schools (or universities either for that matter) must undoubtedly try to minister in an increasing degree to those who, however much they may wish it, can never qualify for university. They must, as early as possible in the child's life, make clear to him whether he has any chance of being accepted by a university or not and must guide him into more suitable courses if he has not. In a planned economy universities should be allowed to determine, in conjunction with expert economists, how many students should be accommodated in the university, and high schools could be guided accordingly in allowing individuals to carry on preparatory work. But students specializing for university and others for more practical work should have opportunities for team work in classes, social activities and sports as far as possible. Only so can the truest leadership be developed. Here lies the vital principle of training for democracy.

(3) Small schools both elementary and for high school work are obsolete and should be abandoned. Large, well equipped plants should be arranged over the province, sufficient in number to accommodate all our children and of sufficient size to provide all, or most, required courses. They would be run as boarding schools and might include farms or shops for practical training as well. From all parts of the province in this way would come future leaders for industrial and professional life, who have had not only opportunity to become adequately ready for the specialist courses chosen, but who have kept vital contact with the people they would serve.

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Problems of Rural Education

G. M. Dunlop, M.A., Editor

A BRIEF PHILOSOPHY OF RURAL EDUCATION

TEACHERS in rural schools must often ask themselves whether there is any deep and fundamental objective of rural education which they have overlooked. They must wonder wherein the objectives of the rural school differ from those of city schools, and whether the program and procedures used in a rural school should differ from those employed in the city.

Clear thinking on such matters is possible only if one possesses a sound philosophy of rural education. Once this is secured the questions mentioned above answer themselves. In this article I propose to review briefly the changing attitude towards rural education on this continent.

In the middle of the XIXth century rural education was believed to have a very definite purpose. One must remember that at this time progress was slow, and, as a result, there was no steady migration from the country to the city. The objective of the rural school was based on the belief that the majority of the pupils would spend their lives in the country. The school, therefore, should prepare them for rural life. This belief justified the use of different content and procedures in the rural school to those used in city systems.

Even at that time this theory was unpopular since it seemed to encourage the development of a barrier between country and city people, and to sanction a class distinction which was, to say the least, undemocratic.

The last quarter of the century was a period of rapid expansion. The cities and towns were growing by leaps and bounds. As a result a constant flow of population from country to city occurred. The legend of the country boy who "made good" in the great city became an important part of our body of tradition.

As a consequence our concept of the function of rural education changed. Instead of the rural school training children for rural communities it was felt that there should not be the slightest difference between the education of country and city children, as the country child was likely to go to the city when he reached maturity. This conviction has affected all aspects of rural education. Courses of studies were copied from those in use in the cities; methods and procedures were made as similar as was possible; any suggestion of an education which trained children for farm life was objected to vigorously. The attitude of the politically alert rural dwellers of this province illustrates this viewpoint nicely, for in Alberta only the straight academic course for high schools has been popular in the rural areas. Rural parents have insisted that their children must have as good an education as that given to children in urban communities; and the result has been that rural teachers have attempted the same program used in city schools and in the same manner insofar as that was possible.

The weakness of this state of affairs has often received comment. The strongest criticism is found in the fact that the rural school with its one teacher and many grades imitates poorly the program of the city school. Also the educative possibilities of the rural environment are largely ignored.

The present depression has halted the flow of young people from the country to the city. Conditions of the middle of the last century have in some measure been restored. As a result there is a real danger that the old idea of rural education as a training for rural life may return to popularity. Indeed, in the appearance of different courses

of study designed exclusively for rural schools there is evidence of renewed belief in this viewpoint.

Now let us come to grips with the problem. Is there any theory of rural education which incorporates the best features of both of the earlier ideas without including their weaknesses?

The eclectic theory of rural education seems to be the answer. It grants that, since the rural child often goes to the city, rural education should not differ radically from that of urban communities. The rural child should receive substantially the same training which is given the city child. Up to this point the eclectic theory seems to follow the second attitude described above. However it differs in an important matter. It holds that the children of the rural school are living in a distinctive and different environment, and that this environment should be utilized if the educative process is to go forward with the greatest efficiency. In other words the content of the courses, the illustrations used, the materials introduced, the practical work included should be based to a greater degree upon the rural environment about the rural school, instead of being taken from city situations far from the child's daily life. It is believed that, in this way, the child will gain a better education than he does today, and that this education will be inferior in no respect to that given the city child. Instead, since it is practical, and based on life about him, it will be better, if anything, than the training given in city schools.

An important detail must be noted. The amount of material taken from the rural environment, and applications made to it must diminish as the child advances through the grades and widens his horizon. By Grade VIII the course should be identical in content with that of the city school.

The eclectic theory of rural education lays a sound philosophical basis for the thinking of the teacher of the rural school. If the problems which the teacher encounters are considered in the light of this theory, the difficulty of making a wise decision vanishes. By all means give the rural child the same training as is given in city schools; but do not be afraid to use the environment about you, which is so much more meaningful to the child, to a greater degree than has been done in the past, and you will improve the quality of the work done in the rural school.

OUR MUSEUM

Miss Mary J. Trenaman
St. Albert, Alberta.

I am trying a project in my school which might be of interest to other rural school teachers. We have what we call a 'museum', and our collections are rapidly increasing as all the pupils are working enthusiastically for it.

We are making various collections, the main ones being bird's eggs, butterflies and moths, and insects. For these three collections the boys of the school made boxes. They are all the same size, about fifteen inches long, eleven inches wide and two and one-half inches deep. Afterwards they were all enamelled with rose paint to match the library, but they could be made attractive in many different ways.

For the birds' eggs collection we lined the boxes with cotton wool, placed the eggs in this and printed their names with India ink on stiff cards. The inside of the cover was padded and covered with cellophane. The other collections of moths, butterflies and insects were mounted similarly.

We have two drawers of an old cupboard which we

painted, and these serve for a curio collection in which are included: Indian arrow heads, an old battle axe, sea shells, pieces of coral and specimens of different rocks.

Besides we are gathering pictures for various charts—a bird chart, animal chart, Geography chart of different races and centres of interest. At present I have completed a bird chart with pictures of nearly a hundred birds. They are mounted on a large sheet of paper with a slit at top and bottom similar to a wall map.

The girls are making a flower project booklet which will soon be added to our collection. They are gathering the spring flowers and pressing them for mounting, also getting pictures of flowers and gardens.

In addition we always have a flower and bird chart on which we record the first birds or flowers of a species to be seen in the spring.

Needless to say I find no difficulty interesting pupils in nature study and have only to oversee their work and use discretion in selecting what we really want for our collections.

I have found "The Little Nature Library", a set consisting of six volumes published by McInish and Company, Toronto, most helpful in developing interest in nature study.

COLLECTION AND CONSERVATION OF MATERIALS IN RURAL SCHOOLS

One of the great weaknesses of rural schools is the poverty of material due to the lack of library facilities. However, the rural teacher need not feel that this is peculiar to the rural school; the same situation is found in the city, class room too. While the purchase of many reference books is impossible as conditions are today, there is a vast body of useful material which the teacher might place at the disposal of her students if a sound system of collection and conservation of materials were adopted.

The first step is to arrange for files and filing space. The older boys can make suitable filing cabinets from apple boxes. The girls could paste attractive paper coverings over the wood. The heavy manilla tag files should be purchased from a stationer as they are cheap and better than any which the children could make. Type a label for each file, and paste it on the flap provided for that purpose. I would suggest a file for each subject in each grade, certainly for the content subjects.

Committees should now be appointed to gather materials. The daily paper, weekly or monthly magazines are fruitful sources of articles and pictures which should be cut out and filed. However, this method will not fill your files. Much of the best material is available only in reference books which are not available in the school room. These can be secured from time to time, sometimes from other teachers, always from the University Extension Library, often in the most unexpected places. The best material must be copied from these references and filed away in your cabinet. If you can have them typed so much the better. The older students can copy the materials if the teacher will secure the reference books and indicate the passages.

Do not be discouraged. Keep your own enthusiasm in your filing system for the first few months are the hardest. Seven years ago I started such a system of files on the various topics of public school History. Today I have over a thousand pages of material on the Indians of the Plains alone. Indeed my files have become so bulky that I have had to subdivide them according to topics into smaller divisions.

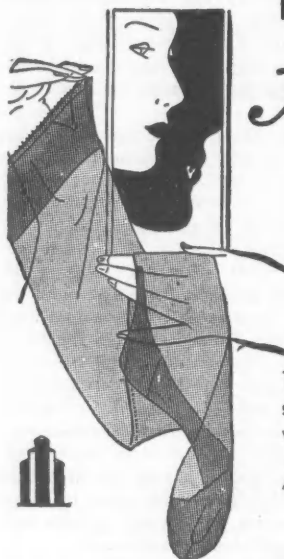
Pictures are also of great value to the teacher in the rural community. Files of pictures will prove well worth starting. Each picture should be mounted in such a way that it will be preserved. Here, again, the children will be able to do much of the work.

To the teacher who adopts this system of collection and preservation of material greater interest on the part of herself and her pupils is assured. The class which might have been interesting, but was not, due to lack of materials and illustrations, will cease to be. Her work will be greatly improved. Why not give this scheme a trial?

Summer School for teachers and senior high school students will be conducted at the Provincial Institute of Technology and Art this coming summer beginning July 2nd and closing August 7th. Instruction will be given in machine shop practice and forging, woodworking, internal combustion engines and motor cars, electricity, mechanical drafting, and sewing and cooking. Satisfactory work done in these courses will be credited toward a teacher's certificate. The new Course of Studies is including practical subjects as options and there is an increasing demand on the part of school districts to incorporate this work as a part of the regular school program. Any teachers having an inclination toward this work would be well advised to communicate with the Provincial Institute of Technology and Art. It may be distinctly to their interests.

* * *

Under the distinguished leadership of Mr. A. C. Leighton, R.B.A., a course in outdoor sketching and art in nature will be conducted at Banff for a period of three weeks beginning August 5th to the 23rd. Accommodation can be had very cheaply at Banff and for one wishing to get a first rate type of instruction in pictorial art from a distinguished teacher this affords an excellent opportunity as well as providing a holiday at a very reasonable layout.



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The New High School Curriculum

DURING the Easter Convention the major part of the high school session was given over to the discussion of the new curriculum. On Wednesday morning the whole field of the committee's activities was thoroughly covered by Dr. Sansom, Mr. McNally and Dr. Newland, who discussed the proposed curriculum from the point of view of: (1) secondary education as it could be given in different types of high school; this was an elaboration of an idea previously presented by Dr. Sansom; (2) the composite high school with a wide range of options and an examination at the end of Grade IX with a view to guiding pupils towards the Matriculation course, or the High School Diploma course. Mr. McNally pointed out that his committee on investigation, found that there are insuperable difficulties at present in the way of providing purely academic high schools in certain districts; (3) Dr. Newland spoke hopefully of the possibility of more guidance and direction from the Department of Education in the matter of determining which course pupils should take after the exhaustive examinations at the end of Grade IX.

In the course of his talk Mr. McNally, as chairman of the General Revision Committee, presented by means of a diagram the findings of the committee, as reached at a meeting the previous week. The outline proposed a Matriculation course built on English, Mathematics, Social Studies, Science and a language, one period per day each for four years; and the High School Diploma course to have as wide a range of options as possible, limited only by the qualifications of the teacher and the amount of available equipment. It was anticipated that some time would elapse before music and dramatics and other subjects of a highly technical character would be widely taught, but meanwhile a start was to be made wherever circumstances warranted. Grade IX is to be the same for all high school pupils no matter what course is subsequently followed. Accordingly in Grade IX all pupils will be required to take English, Mathematics, Social Sciences, General Science, Health—the four first named to be weighted as five credits each (five full periods a week) and Health to be weighted about three credits, or three periods a week. At the end of Grade IX we have the separation as indicated by the following outlines:

General Outline of Subjects

(Showing when each is offered and when completed.)

Grade IX

Art	English	Health Education
Choral or Instrumental Music	General Mathematics	including P.T.
Conversational French	General Science	Junior Business
Dramatics	General Shop	Social Studies
	Household Economics	Typewriting

Grade X

Agriculture	English	Motor Mechanics
Art	Foreign Language	Oral and Written
Business Arithmetic and Rapid Calculation	General Science	English
Choral or Instrumental Music	General Shop	Sewing
Commercial French	Health Education including P.T.	Spelling and Penmanship
Dramatics	Household Economics	Social Studies
Drawing and Design	Household Economics for Technical Schools	Typewriting
Electricity	Mathematics	Woodwork
	Metal	

Grade XI

Algebra	Dressmaking	Metal
Architecture	Electricity	Motor Mechanics
Art	English	Office Practice
Astronomy	Foreign Language (1)	Physics
Bookkeeping	Foreign Language (2)	Social Studies
Cabinet Work	General Mathematics	Sociology and Psychology
Carpentry	General Science for Technical Schools	Special Science
Chemistry	Geography	Spelling and Penmanship
Choral or Instrumental Music	Geology	Stenography
Commercial French	Geometry	Typewriting
Dramatics	Household Economics	
	Industrial History	

Grade XII

Advertising and Salesmanship	Commercial French	Industrial Art
Algebra	Commercial Law	Metal
Arithmetic and Rapid Calculation	Contemporary Literature	Modern Europe
Biology	Economics	Motor Mechanics
Bookkeeping	English	Oral and Written
Building Construction	Electricity	English
Chemistry	Foods and Dietetics	Physics
Chemistry for Technical Schools	Foreign Language (2)	Physiology and Hygiene
Clothing	Foreign Language (3)	Secretarial Training
	General Mathematics	Social Studies
	General Science	

Note—Details as to what number of courses shall constitute a year's work in any particular grade have not yet been worked out. It is proposed that the high school day shall consist of 8 periods, one of which shall be a study period.

In the above outline of courses offered to those students working towards a High School Diploma it should be pointed out that all subjects offered in academic, technical, or commercial high schools are listed, together with a number of new courses. It would not be possible for any but the largest centres to offer all the courses listed, and owing to the fact that in many cases different courses would be offered in different schools students would be prevented from making the fullest possible choice. Obviously the fullest freedom of choice will only come with the establishment of large composite high schools.

The Matriculation Course

X	XII (Humanistic)
English	English
Mathematics	Language
Science	Mathematics } One
Social Science	Science } of
Language	Social Science
	Language
XI	Or XII (Scientific)
English	English
Mathematics	Mathematics
Science } Two	Science
Language } of	Science
Social Science	Science
Language	Language

This would mean that the week would consist of 35 teaching periods. The five subjects to be required of those destined for the university would absorb 25 periods. This would leave 10 periods to be filled from the optional subjects and according to the inclinations of the students. In Grade X this would be reduced to 7 or 8 periods according to the time allotted to Health Education and P.T. which is compulsory in that grade.

The requirements for Normal entrance have not yet been set. The work will most likely follow more closely the General High School Course rather than the Matriculation requirements.

Another outcome of the committee's deliberation was the determination to eliminate formal examinations wherever reasonably possible—examinations to be taken only at the completion of a course, instead of every year as at present. The matter of weighting, credits, and methods of examination have not yet been worked out by the committee.

General Summary of Committee's Achievements

1. Elimination of formal examinations except in Grade IX and for University entrance.
2. Examinations to be wider in scope and more comprehensive.
3. Department of Education to limit options where teacher is too busy or not qualified to teach them. Here the Department undertakes to give definite leadership and support.
4. While the committee thought the ideal solution would be separate schools, it was thought that such a division could not be achieved at present. Accordingly the composite school was accepted as the best way out; consisting of two divisions:

- (1) Courses leading towards high school diplomas.
- (2) Matriculation course.

Grade IX is to be the same for both divisions, that is to say, all pupils would be taking five subjects: English, Science, Mathematics, Social Science, Health Education and Physical Training; allowing one study period a day, and the rest of the time for options. At the end of Grade IX a comprehensive examination, and guidance from the teachers would help to determine which way the pupils should go:

- (1) The High School Diploma Course, with compulsory subjects ultimately reduced to one, and a wide range of options determined by the facilities of the school.
- (2) Matriculation (see proposed outline) consisting of five subjects required for university entrance, to be taken in X, XI, XII, with study periods and options. Options must be chosen. A final examinations must be taken to satisfy the university.

Correspondence

The Editor, A.T.A. Magazine.

Sir,

In the February issue of your *A.T.A. Magazine* under the heading "Re Citizenship Rights of Teachers" page 4, you express some concern about the encroachments on the teachers' civil and social rights. May I call your attention to the fact that this is probably the result of a preconceived plan of certain vested interests, who hope thus to further hinder modern progress, both social and economic. Fascist influence among the teaching faculty is not new, but it is more aggressive as the position of certain privileged interests becomes less secure. Many social, economic and scientific truths are not wanted in the schools during this critical period, and it is part of the Fascist program to keep the scholars in ignorance of needed changes. Only two or three weeks ago I heard the President of the British-Israel Federation (Canadian Section) say in a public speech, that: "With the help of God they would drive all modernism from the Canadian schools." (Of course, he meant with the aid of the financial barons). This organization seems to have the backing of big capital and also of numerous army officers. Their avowed intentions of setting up a just economic system after first wiping the world clear of Socialism and Communism would do justice to any Hitler. If they have a Branch in Edmonton you can easily verify this statement by getting some of their literature. If they were alone their influence might be nil, but they are undoubtedly only a mouth-piece for other interests. Might I suggest that you set up a committee to make investigations, with the object of uniting all Canadian teachers' organizations for the purpose of giving publicity to and combatting these subversive activities as far as they affect the rights and usefulness of your membership.

Yours truly,

W. B. Nicholson.

* * *

Dear Mr. Barnett:

I am glad to note, in your February issue, that you have presented to the Government, among other things, a brief on "The Official Status of the Teaching Profession".

The issues, in the case of Education, may not involve the safety of person and property in the same direct and specific way as in the case of Medicine and Law; but the general welfare of Society is certainly not less dependent on the efficiency of its teaching staff than on that of its doctors and lawyers. And, notwithstanding the fact that many people, having been to school themselves, imagine they understand the technique of teaching as well as the teachers, that technique has its esoteric philosophies just as the technique of Medicine or Law.

Psychology, as a Science, is still in its infancy; but there is all the more reason, on that account, for professional solidarity in the ranks of the teaching staff. The true exponents of sound technique in any profession must always be the technicians themselves; and, until the teaching staff of any autonomous community is fully organized as a profession, its practice must remain subject to bureaucratic interference by non-technical agencies.

In the absence of professional organization, no authoritative opinion of a technical staff can be obtained, and no responsibility fixed. The only available substitute is a report, compiled from various sources, by persons or groups of persons, who may not be themselves technicians. That is not a valid substitute, nor can it fail to impart confusion when given effect to.

It is a feature of immature democracies that, in general, they look with mistrust on expert, or technical advice. All the more reason why such advice, when it is tendered or called for, should be backed by the whole force of the body from which it ostensibly emanates. That means, of course, 100 percent organization. And, when the issue concerns the public welfare, the public ought to have the satisfaction of knowing that the advice it seeks represents the considered opinion of the body concerned, as a whole.

—W. Wallacc.

* * *

The Editor, A.T.A. Magazine,

Dear Sir:

The public schools supported by all creeds within the province do not provide a suitable place in which a teacher may, when he feels so inclined, air his scepticism. When we discredit the miraculous in the Bible narrative, we discredit the accuracy of statements that are the foundations of the Christian faith. In "The Teachers' Helps Department" of the March issue of this Magazine it is suggested that the following question be put to classes taking "Macbeth": "Do you know any actual cases in history of an imagination like Macbeth's?" The following is part of the answer appended: "Saul of Tarsus sees a bright light on his way to Damascus, and hears voices." Sir Ambrose Fleming, the eminent English scientist, says: "The usual method of sceptics when attacking the Biblical miracles is to select some one instance for which the direct evidence is least extensive, and then, by ridicule or by the unwarrantable assumption that the laws of nature are necessarily inviolable, to endeavor to disprove the historical accuracy of this one miracle, and then by inference the improbability of all others. If, however, we are seeking to reach the truth, the proper course is to select that miracle for which the evidence is most extensive, and try to discover how far it is valid; for if one such miracle did happen it affords an indirect support to all the rest."

W. T. Roycroft.

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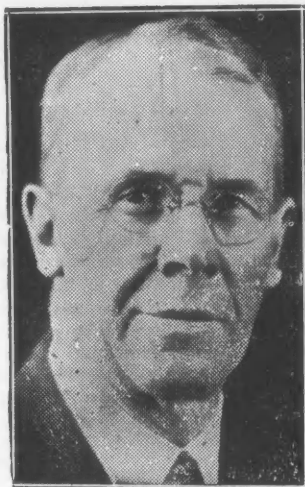
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Geo. Albert McKee, O.B.E.

Amongst other educationists of the Province, G. A. McKee, Esq., B.A., Superintendent of Schools for the Edmonton Public School Board was one of the recipients of His Majesty's birthday honors, being awarded the Order of the British Empire.

Local News

FORT SASKATCHEWAN

On Monday, May 13th, Mr. and Mrs. E. H. Anderson entertained the teachers of Fort Saskatchewan and neighboring schools. During the evening the Local Branch of the Alberta Teachers' Alliance was re-organized and the following officers were elected: President, Mr. S. Hambly, Fort Saskatchewan; Vice President, Miss E. Gerlitz, Josephburg; Secretary-Treasurer, Mr. K. Tookey, Pleasant View; Press Representative, W. E. Griffin, Ypres Valley.

Important business was then considered, namely the question of empowering the present Executive Council of the Alberta Teachers' Alliance to act as the Executive Council of the Alberta Teachers' Association until Easter, 1936. After thoughtful discussion the vote was a unanimous "yes".

The business of the meeting concluded, our hostess, Mrs. Anderson, served lunch, enjoyed by everyone. Enjoyable was the whole evening, and it promises well for this re-organized Local that its first meeting was one of enthusiastic comradeship.

LETHBRIDGE

Teachers to the number of seventy from Lethbridge and surrounding districts, met in the Marquis banquet room Saturday and reviewed the past year's work of the two professional groups organized in this area.

A joint banquet and bridge function under the auspices of the Lethbridge Local of the A.T.A. and the District Association featured the gathering at which new slates of officials were elected for the forthcoming year as follows:

Lethbridge Local: President, L. A. Walker; Vice President, Marie Lange; Secretary, Jessie Conn; Treasurer, Mar-

ion Clarke; School Representatives: Central, Glenella Hardy; Bowman, Miss Watkins; Fleetwood, Miss Currie; Westminster, Miss Boyd; Galbraith, Edith Gilbert.

District Association officers: President, R. G. Thomas, Coaldale; Vice President, W. J. White, Coalhurst; Secretary-Treasurer, Lloyd N. Elliott, Coaldale; Press Correspondent, Jessie King, Coaldale.

Reporting for the jubilee committee historical exhibit, H. H. Bruce advocated further endeavor to extend the collection by securing co-operation of parents and pupils in the search for relicts. A gratifying feature of Miss Trenholme's report was the announcement that \$131 had been sent to the Cancer Fund as a result of her concert activities.

Reports of convention delegates were then heard.

Votes of thanks were tendered to retiring President Miss J. MacEachren and the other officers. M. G. Merkley of Coalhurst, secured the adoption of a constitution for the District Association and after the newly elected President R. G. Thomas assumed the chair, adjournment was made to the bridge room.

Proceedings during the program were greatly enlivened by the presentation of a Miracle Play by members of the group.

EDMONTON

The members of the Edmonton Public School Local met on May the 20th, in their Annual General Meeting, for the purpose of hearing reports from officers and electing the Executive for the current year.

Mr. Hughes, President and School Board Representative gave the following report summarizing the activities of the Local during the past year:

Reviewing the activities of this organization for the year 1934-35 I think we may justly feel proud of the solidarity of our ranks, and the goodfellowship prevailing generally among our members. It has been a strenuous year for all your officers, and I wish to pay tribute to the loyalty and keen co-operation of all those with whom it has been my privilege to work. Your Executive has attended numerous meetings and has given close attention to all matters affecting your interests, and the work of your Adjustment Committee has resulted in much more favorable treatment than was at first expected. I wish especially to record my appreciation of the ready, unflinching and cheerful labors of our Secretary-Treasurer, Mr. J. R. Turner. He has been a real strength to us this year, and has been most willing at all times to give his very best to the Alliance.

The policy of joint meetings with our High School colleagues, inaugurated this year, has proved to have been of much benefit to the Locals. It was with some misgivings on the part of certain members that the implementing of the Provincial Alliance's resolution to this effect, concurred in by our own delegates three years ago at Calgary, was effected. Those of us who have worked with the High School committee, must, I think, agree that fair and impartial judgments have been made and a spirit of cordiality and unselfishness has been manifested at all times in our discussions. I would earnestly impress upon you all the need of continuing these liaison meetings, and of maintaining the fine spirit of friendship, for problems as pressing as those of last year still confront us.

Another innovation this year was the holding of our first social evening as an organization at the Hudsonia. It was accounted a success by all present, and its continuance as an annual function is worthy of careful consideration. We often take ourselves and our work too seriously, and such meetings give an opportunity for social intercourse and relaxation that ought not to be neglected.

The policy of having some speaker at each of our regular meetings is another of the new moves this year.

There has been some criticism of the action taken, not because we did not want to hear those requested to be present, but because there seemed to be so much business to be transacted that adequate time was not always available to do all that was necessary. In spite of this fact, I still think that it is a good thing to have some item on the agenda that is not part of the regular business, particularly if there is to be a general meeting monthly as was the case this year. Much more routine work could be done by committees and such service would give opportunity for more of our members to become really acquainted with Alliance activities.

Regarding the election of officers, I wish to recommend to the incoming officers that careful consideration be given to a new appointee to be called a Second Vice President. I understand that our Constitution gives us that right at the present time, so no violation of our rules would thereby be made. My reasons for this recommendation are two in number: 1. It is the generally accepted policy in almost every organization that the Vice President or one of the Vice Presidents, if acceptable to the organization at the time of election, automatically stands for the Presidency; and 2. That the Vice President is kept fully in touch with all vital matters and can act in the event of the illness, incapacity or death of the President without endangering the continuity of effort. This is particularly necessary where your President is also the representative at school board meetings. I realize that our lady members are justly jealous of the customary right of electing a lady as Vice President, and have carefully refrained from any suggestion of the abrogation of such privilege. Therefore if the lady elected does not desire the office of President and School Board Representative, I am suggesting a second vice presidential office.

As your representative at the Board meetings, School Management Committee meetings, and meetings of the Committee of the whole Board, the following is a list of the subjects referred to the Alliance or to the Alliance speakers for comment: Retirement of Teachers; Visual Instruction; C. P. Regulations; Pre-primary Classes; Physical Culture; Discipline—teachers and pupils; Extended Leave; Play School; M. A.'s Position; Lady Vice Principals' Position; Substitute Teachers; Teacher Reviews; Homework; Bonds; Transfer of Teachers; Non Educable Children; Guidance Program; Salary Question; Sport Credits; Penny Bank; Violin Classes; Reciprocity of Qualifications; Accident Claims; Coupon Collecting; Acceleration of Pupils; Tax Collection Drive; Enrichment vs. Acceleration; Relieving Grade VIII Teachers; Magazine Purchases; Expansion of Services; New Salary Schedule for January, 1936; Music Supervision; Normal School; Sub-normal Pupils; Promotion of Pupils; M. A. Problems (periodic); Medical Inspection (teachers); Supplementary Classes (summer); Taxpayers' Association; Edmonton Crippled Children; Proof of Age; Sports Building; Teacher Qualifications.

The committees to which some of these questions had to be referred were: Committee on Visual Instruction; Committee on Guidance; Committee on Salaries; Edmonton Public School Teachers' Alliance Executive (2 meetings per month); Adjustment and Conference Committees. To all our members who assisted on these committees our very sincere thanks are due, for they have added to the prestige of our organization by reason of their very logical and reasoned presentations.

In conclusion let me thank you for your confidence in me during the year and let us re-dedicate ourselves to the educational service we may be enabled to render to the youth of our city, to resolve to stand unitedly together for all that we believe to be in the best interest of the children, and to re-affirm our allegiance to the principles

of our professional code. The Alliance stands for efficiency, service, and a reasonable standard of living. Let us then, in the bonds of fraternal unity so govern ourselves, our teaching, our deliberations, and our actions that we may bring honor to our profession, maintain our pride and self-respect, and so do our part to build up a sane and worthy citizenship.

The Secretary-Treasurer's Report revealed a substantial bank balance due to the new way of collecting fees. Under this system the school board deducts one-tenth of the Alliance Fee from each member's monthly pay-checkue remitting same in a lump sum to the Alliance. Another beneficial result of this method of collection was the increase in membership. At the end of the past year 96.8% of the 310 public school teachers were Alliance members; and it is probable that a number of the remaining 10 will be accepted into the Local this year.

The next item of business was the announcement of the result of the election of officers which had been conducted by ballot during the previous week. Messrs. T. E. Hughes, President; and J. R. Turner, Secretary-Treasurer, were re-elected for another term; Miss C. Manser, of Westmount School, was elected Vice-President.

The Executive was then appointed as follows: Messrs. T. E. Hughes, J. R. Turner, W. Fraser, A. Livingstone, A. Donald, J. Higgins, L. Moore, G. G. Harman, A. V. Cameron, Miss C. Manser, Miss E. Paskins, Miss A. Johnston, Miss M. Jonason, Miss E. Wade.

The attitude of the Department of Education in not seeking the co-operation of the Alliance in the matter of the revision of the curriculum was discussed and a strong resolution of protest prepared to forward to the Premier and Minister of Education.



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CIVIL WAR IN GREECE

The question at present before the electorate of Greece is whether the monarchy shall be restored or not—this after a period of republicanism which dates from 1923.

In 1830 Greece freed herself from Turkish control and chose as her sovereign Otto, son of the King of Bavaria. Otto promised a constitution but delayed and through this delay became exceedingly unpopular. He finally fulfilled his promise but it was too late. He was deposed in 1862. The Greeks then chose George of Denmark and under his firm rule Greece prospered but unfortunately as an aftermath of the Balkan Wars of 1912-13, he was assassinated, his son, Constantine, becoming the ruler. Constantine had a German wife, and her influence was not sufficiently compliant to the requests of the Allies. A strong ally faction under Venizelos forced his abdication in 1917 and the succession of his second son Alexander. However, Constantine regained the throne in 1920 but abdicated in 1922 in favor of his son who became George II, but who was forced to leave Greece in December 1923 on the establishment of a Republic.

The Republic has existed then for twelve years and the causes of the recent civil war have been a matter of much comment and conjecture. The reasons assigned have varied from the most trivial to those with international implications such as a feud between the wealthy and ambitious wife of Venizelos and the beautiful wife of Tsaldaris, the present premier, to Italy's desire to break the Balkan pact and isolate Jugo-Slavia.

Up to 1933, Tsaldaris was leader of the Royalist party and when in that year he was asked to form a government, everyone expected an attempt to restore the monarchy, but nothing of the sort took place and Tsaldaris worked for the support of General Condylis, a strong Republican who finally became Minister of War in his cabinet.

But this year Tsaldaris's plans became evident. He began to advocate restoration of the monarchy as an antidote to unrest and Communism. But the Greek Senate stubbornly resisted the restoration for they are composed largely of Republican followers of Venizelos. The press backed up the policy of Tsaldaris, advancing as argument the strong approval of England, Rumania and Jugo-Slavia. The marriage of Princess Marina to the Duke of Kent was very popular, and no doubt a strong contributing factor in support of the movement. The Senate continued in their resistance until finally, in April, Tsaldaris decided to dissolve it and appeal to the people on the question of the monarchy and the abolition of the Senate. Revolution immediately broke out in Crete, the home of Venizelos and portions of the army and navy.

General Condylis was absolutely loyal to the administration and ruthlessly crushed the rebellion. He is at present the uncertain factor in the situation. Is he still a Republican or has he turned Monarchist?

UTOPIA

Lining up with Social Credit advocates in Alberta we have similar utopian schemes. What about Father Coughlin, Dr. Townsend and Huey Long?

Father Coughlin attacks a system of want amidst plenty. He says human rights must come before pro-party rights and demands a living wage, protection for labor unions. He denounces the bankers' monopoly and the profit system. He is determined upon a policy of inflation and claims that

United States with its gold reserve of eight and a quarter millions can issue twenty-two billion dollars in paper money, instead of the five and a half billion now in circulation. He denounces the borrowing of money under the interest system and says "Make money for nothing".

Dr. Townsend's plan is the payment of two hundred dollars a month to every "bona fide" citizen of the United States over sixty years of age. This is a revolving pension scheme. The money must be spent, if effective. All the money necessary is the money at the start and for its continuance there would be a small transaction tax on every business deal.

Then comes Huey Long, the most spectacular figure of these restoration schemes. He comes from Louisiana. He is a man of the people and bids for the next Presidency. He is the seventh of nine children and grew up in poverty. At 13 he peddled books from house to house, at 16 he was a patent medicine vendor and at 22 he was admitted to the Bar, having completed a three year course, it is said, in three months. A man of such determined will and brilliant brain is understood by the average American. A combination of vulgar manners, uncultured language and homely wit have endeared him to the populace. For he is an unfailing source of entertainment to them.

He claims that American wealth is able to give every citizen \$5,000 a year but lest the public think this is beyond belief he cuts it to a minimum of \$2,000 to \$2,500. His slogans are "Share—Our—Wealth" and "Every Man a King". He wants to increase enormously the number of University students. He would give work to all and a shorter working day. A pension is to be given to all over sixty, veterans to be cared for and crops to be handled so as to give plenty.

The opposition to Huey Long holds up the bogey of Dictatorship. Both he and Father Coughlin are said to be a menace to free government. General Hugh Johnson leads in this attack designating the two "as the partnership of a priest and a Punchinello guaranteed to grow economic whiskers on a billiard ball". Huey Long brushes aside the satire and cleverly presents a fuller account of his program:

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6. Pensions for all over 60 who have property less in value than \$1,000 yearly income.

7. All obligations to be discharged towards veterans.

He claims the Morgans, the Rochefellers, the Mellons, the Baruchs, the Bakers, the Astors and Vanderbilts, about 600 families in all who control 90% of American wealth could finance the system, after leaving them with fortunes amounting to from \$3,000,000 to \$4,000,000 apiece.

Here we have in brief a summary of the plans of demagogues for the restoration of prosperity, the scheme for inflation, the scheme for a revolving pension and the Get-at-the-Rich scheme, all resting to some extent upon truth but on the other hand denying certain fundamental truths and concealing within their optimism unknown dangers. Is material comfort which comes with wealth the end of life or is it the development of sterling qualities of character and the courage to face the issue?

FRANCE AND RUSSIA

There was a hitch in negotiations between France and Russia over one clause in particular. This clause obliges France to enter upon a war of support at any moment if requested by Russia on the attack of a third power. However, the two countries finally came to an agreement in the first week of May and with this concluded, Germany finds herself in exactly the same position as in 1914 and facing the same Entente, that of France, England, and Russia. But this Entente is far more powerful and Germany is far more isolated than in 1914.

This linking of the Soviet Union and the French Republic marks a wide divergence from French policy towards Russia since the Great War. This policy has been marked by an instinctive opposition to the Soviet system as expressed in Clemenceau's desire to exterminate the Bolsheviks as he would exterminate lice. The cause of the French-Russian pact of Mutual Assistance is the same as that which animated the Entente in the early years of the twentieth century—the fear of German aggression. Then it was the ambitions of Kaiser Wilhelm II, now those of Adolph Hitler.

But this new Franco-Russian pact does not exclude Germany if she chooses to join Russia and France in pledging "mutual assistance against unprovoked aggression". Adolph Hitler, so far, has made no move—and the press are assuming a more or less anxious tone—the *Boersenzeitung* complains that "France has every opportunity to assault us, using her alliance with the Soviet as a lever without having to fear British intervention". Another, the *Tageblatt*, says "The language of British statesmanship is all the more cautious in its official utterances—but also all the more drastic in its unofficial—the graver the situation looks. The Foreign Minister, just as much as the Prime Minister, avoided every threat, but their declarations regarding Britain's own armaments, made 'with all friendliness' stand at the end of a long list of complaints against Germany's arbitrariness"—a warning against German optimism regarding Great Britain's attitude.

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Of Interest to Teachers

by Clericus

As nominations for the various political ridings are announced, we learn with pleasure of the choice of various teachers as candidates. Mr. C. A. Ronning, that valiant fighter for legislation seeking to elevate teaching to a real profession, was the unanimous choice of his party at Camrose. Mr. I. Goresky and Peter Miskew are both candidates for office in provincial ridings and Miss Mary Crawford is the C.C.F. nominee for West Edmonton. It is with pleasure that we note that the active work of the first three mentioned in the Provincial Legislature last session has proved no draw-back to their being re-nominated for office.

Our colleagues in B.C., we are glad to note, are following in the footsteps of teachers in Alberta and Saskatchewan by preparing a Professional Status Bill for introduction into the next session of the B.C. Legislature. This is in direct line with the policy of the C.T.F. to bring about a professional status for teachers throughout Canada. *The Calgary Herald*, with its usual reactionary viewpoint, cannot see why teachers should press for statutory professional status. Well, here's hoping our B.C. colleagues have a more enlightened press out West. May the best of success attend your efforts.

Well Mr. (and Miss) Rural Teacher, what are you doing about organizing a District Association of A.T.A. Locals? The idea has taken hold in many parts of the Province and it is a real treat to attend a District Association meeting. Teachers come for miles around and are well repaid for the effort.

At these meetings, district activities are organized and good work is being done in promoting dramatic and choral work, sports, etc. As these activities are open only to A.T.A. members, trustees and taxpayers are beginning to be concerned when non-A.T.A. members happen to be in charge of a school. "Why can't our youngsters get into these sports events?" Better hire an A.T.A. member next term. And so the good work goes on.

We are apt to feel that our faithful, patient and conscientious efforts as teachers are neither appreciated nor noted. How nice it is to learn that this is not really the case. In the recent Jubilee awards many teachers were honored. Among their number we were glad to see the name of a former Executive member of the A.T.A., Miss Ada Wright. In Edmonton, six teachers were honored with the Jubilee medal, as were also two members of the nursing staff. We have no doubt that these cases could be duplicated

in other parts of the province. In Edmonton plans are under way to honor at a banquet teachers and nurses who were fortunate enough to receive distinction. Mr. G. A. McKee, B.A., Superintendent of Edmonton Public Schools, who was a recipient of the O.B.E. in the recent birthday honor list of His Majesty the King, is also to be a guest of honor. Cheer up, teachers, it may not be spectacular, but our work is a man-sized job, just the same!

Speaking about medals. We ran across a story the other day which related how Napoleon I encountered a soldier with only one arm. On asking him how he had lost his arm Napoleon was informed that he had lost it in the battle of Austerlitz. "And were you never decorated?" asked Napoleon. "No. Sire," was the answer.

Napoleon then took off the Cross of the Legion of Honor which decorated his own breast and pinned it on the poor fellow. "I make you Chevalier of the Legion of Honor," said he.

The wounded soldier then asked Napoleon, "What would you have made me if I had lost both arms?"

"In that case," said Napoleon, "I should have made you an Officer of the Legion of Honor."

The soldier said nothing, but taking out his sword, calmly cut off his other arm. (Sounds like an intelligence test to us).

An amusing incident occurred some time ago at the Department of Education. It is customary for applicants for admission to Normal School to accompany their application by testimonial. As is well known, the school principal is often appealed to. By chance a letter so written by Mr. Aberhart (yes, the Social Credit Mr. Aberhart) was placed among a number of applications which had been unfavorably received. A stenographer was detailed to answer these letters. In due course appeared the following:

Mr. William Aberhart,

Calgary, Alberta.

Dear Sir,

I am sorry to inform you that you have not sufficient academic standing to enable you to enter Normal School.

I beg to remain,

Your obedient servant,

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Educational Research Department

Edited by H. E. Smith, Ph.D.

The Research Department will present each month reports of educational investigations carried out by Alberta teachers. Contributions are requested. Communications should be addressed to Dr. H. E. Smith, University of Alberta, Edmonton.

The request made by the editor last fall through these columns for the co-operation of secondary school teachers in a projected composition study met with a most generous response. Much material was received from which a selection had to be made as different studies demanded.

The editor wishes to take this opportunity to express his appreciation of the splendid co-operation of the teachers of the Province.

The article by Mr. Chalmers is the first of a series of reports summarizing the results of the Composition investigation from time to time completed.

THE VOCABULARIES OF HIGH SCHOOL STUDENTS

By J. W. Chalmers, University of Alberta

TEACHERS of English are aware that their students have vocabularies, and that it is a commendable object of education to increase the range, precision, and effectiveness of these vocabularies. But what they do not realize so clearly is that a child has not one but four vocabularies comprising those words which he uses in writing or speaking, and those which he understands in reading or upon hearing. And although there is a great deal of overlapping, so that, for instance, many of the words he recognizes in his reading he also uses in writing; yet the range and rate of growth of these several vocabularies differ very widely from one to another.

During the past winter a study of the written and recognized vocabularies of Alberta students in Grades VII and XII inclusive was attempted. In this article it is proposed to set forth the findings with respect to the written vocabularies. The themes of five hundred and fifty students, who wrote on "The Most Exciting Ride I Ever Had", were studied. These included eighty from Grade XII, one hundred from Grade XI, sixty-four from Grade X, eighty-eight from Grade IX, one hundred from Grade VIII, and ninety-three from Grade VII. Edmonton and Calgary contributed 45.3 per cent of the total, 38.9 per cent came from small town or village schools, and 15.8 from rural schools.

From each composition fifty consecutive words were chosen, starting at about the sixth or eighth line from the beginning. These were analyzed by means of Thorndike's "Teacher's Word Book of Twenty Thousand Words". This book contains the twenty thousand words most commonly used in the English language, and each word is classified as to whether it belongs to the most common thousand, second most common thousand, etc. Words in the most common five thousand are also classified as to whether they belong to the more or less common five hundred of their respective thousand.

From this analysis two significant and, to the writer at least, rather surprising facts emerge. First, the range of the written or expressive vocabularies at all educational levels studied is extremely limited; and second, the rate of

vocabulary growth is very gradual. Thus we find that in Grade VII students choose 82.67 per cent of their words from the most common five hundred in the language. This drops very slowly so that in Grade XII there are 76.12 words from the most common five hundred. For the second five hundred the Grade VII percentage is 6.65. This increases slowly to 8.22 per cent in Grade XI and then drops to 7.77 in Grade XII. The percentage of words chosen from the second most common thousand was 4.75 for Grade VII, 6.62 for Grade XII. Beyond this point the percentages drop very rapidly, still showing, however, a fairly constant growth from grade to grade. Grade VII students choose .91 per cent of their words from all those in the English language outside of the most common ten thousand. For Grade XII the corresponding percentage is 1.67.

These two factors—meagreness of vocabulary at all educational levels, and extreme slowness of growth—have been noticed by other investigators. In *The Journal of Educational Psychology* for 1925, volume 11, appears the account of an investigation along lines similar to this one conducted by F. P. O'Brien. He found that in Grade VII the students choose about ninety per cent of their words from the most common thousand. This drops to about eighty-eight per cent in Grade XII. He sadly comes to the conclusion that "... the mere recognition of words gives no definite assurance that they will function in writing."

A similar investigation, using college students at the University of Kansas as subjects, is reported by P. A. Witty and M. Fry in *The Journal of Educational Research* for 1929, volume 19. They find that freshmen choose 85.35 per cent of their words from the most common thousand, juniors 84.50 per cent, and seniors 84.30 per cent. Commenting on their results they say, "The teacher of English must not expect training in word recognition to transfer to a large extent to word usage in composition writing." That makes it practically unanimous. Alberta teachers may find some slight consolation in the fact that Alberta students use somewhat fewer of the more common words and more of the less common words than do American students of the same educational levels.

The vocabularies of recognition of these students were also studied. There are several good vocabulary tests extant at the present time, such as the Thorndike Test of Word Knowledge and the Word Meaning section of the New Stanford Achievement Test. The former is based on Thorndike's first Word Book, which contains only the most common ten thousand words in the English language. It is essentially a multiple choice test of one hundred items. There are four alternative forms of this test. For each stimulus word the student is to pick the best synonym from five possible responses. Below are a few examples of the items in this test:

36. comply—1. full. 2. yield. 3. deprive. 4. entreat. 5. contribute.

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37. afloat—1. raft. 2. liable. 3. lost. 4. floating. 5. far-off.
 38. casement—1. box. 2. housetop. 3. window. 4. garter.
 5. cellar.

The Word Meaning section of the New Stanford Test is very similar. Like the Thorndike Test, it has several alternative forms, each consisting of eighty items. Each item consists of a sentence in which the last word explains the subject, and there are five choices for the last word. The following are a few items from Form V.

13. A farmer works chiefly with—fish, coal, plants, rocks, wood.

14. Beaches are found on a—barn, coast, cloak, horse, roof.

15. A vessel is a—boat, bow, cloth, forest, lady.

The correct response is to be underlined.

These tests have the advantage of being well standardized with reliable grade norms. However, they are made for the public school grades primarily, and consequently are too easy for high school students. Accordingly, a new test was devised, modeled after the Thorndike Test, but more difficult. This was accomplished by choosing a greater proportion of the less common words than Thorndike did, chosen from the Word Book according to the following schemes:

Five words from each 1,00 of the next most common 4,000;

Six words from each 1,000 of the next most common 9,000;

Five words from each 1,000 of the next most common 4,000.

Two words from each 1,000 of the next most common 3,000.

Thus on the average each word in the test which the child knows represents two hundred in his reading vocabulary, and so our test serves to indicate the range of vocabulary.

This test was given in February and March of the present year to five hundred and forty-eight students in Grades VII to XII. In the following table the number of subjects who wrote the test is indicated, and also average or mean score for each grade, the Standard Deviation of the Mean, the size of the vocabulary represented by the Mean, and in the last column the percentage of words in the written compositions chosen from the first five hundred words.

Grade	No. of Students	Mean Score	Standard Deviation	Extent of Vocabulary	Percentage of Words in First 500
VII	76	42.63	10.57	8526	82.67
VIII	83	50.93	10.25	10186	81.00
IX	110	61.82	12.80	12364	78.10
X	85	66.15	11.90	13630	79.00
XI	101	72.15	12.15	14630	77.22
XII	93	77.55	10.10	15510	76.12

Of course these figures are only approximate, for the extent of vocabulary. They would be more reliable if each thousand words in the Word Book were represented by the same number of items in the test. The extent of vocabularies of high school students has been measured by, among others, G. C. Brandenburg, whose findings are reported in Volume 9 of *The Journal of Educational Psychology* (1925). He found the average vocabulary of Grade VII students to include 11445 words. This increased to 15340 in Grade X, dropped to 13974 in Grade XI, and then came up to 14975 in Grade XII.

Thus we see that the vocabulary of recognition of the child is quite extensive and grows at the rate of about one thousand words a year in the highest grades and even more in the lower grades. It is certainly not the static thing that the effective, or used vocabulary is!

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The Calgary Situation

TO one who has watched the proceedings of meetings of the Calgary School Board since last February the serious nature of the educational crisis in Calgary is only too obvious. Whatever the motive prompting the attitude and actions of the C.G.A. majority of the Board, it is quite apparent that their viewpoint and that of their employees have scarcely a thing in harmony, and they have most unfortunately refused to recognize the only democratic way of ironing out differences—round table conference. No one will deny them the right to their convictions, in which they are apparently sincere to the point of crusading, but Anglo-Saxon love of freedom, political, spiritual, and moral, must take a firm stand against the right of any four men, who like true mediaeval overlords, try to force upon a group of protesting citizenry what that group is equally sincere in believing to be wrong.

When the 1935 Board took over the responsibilities of managing educational affairs in Calgary, their Finance Committee submitted to the regular Board meeting on February 14 its estimate of the year's expenditures. The following figures for 1935 were significant:

1. Schedule in full	\$1,073,191.61
2. Expenditure in 1934	900,714.54
3. Expenditure under present rate of reduction for 1935	956,928.81
4. Expenditure under proposed estimates for 1935	826,210.00

The Board after some discussion granted a hearing of 7 minutes to representatives from the following organizations:

- Calgary Local of A.T.A.
- Calgary Men's Local of A.T.A.
- Janitors' Association
- Retail Merchants' Association.

Prior to this hearing the Board's secretary had read letters of protest against reported reductions in education costs from:

1. Calgary Local of A.T.A.
2. Calgary Men's Local
3. Calgary School Janitors' Association
4. Eight Home and School Associations
5. University Women's Club
6. Calgary Hairdressers' & Cosmeticians' Association.

It was finally moved and passed that the estimates as submitted be amended by adding \$40,000 to the "sundries" item under "misc." and that the demand on the city be raised to \$1,160,000.00. An amendment to increase this \$40,000 to \$74,000 was lost. To date no mention has been made of using this \$40,000 for salaries.

No word regarding the drastic salary changes involved in all this financial juggling was so far given to the Board's employees. Press reports and minutes of the Board meetings given to A.T.A. representatives were the first notices of what had been done and was going to be done. At the February 14 meeting when the year's estimates were submitted by the Finance Committee, the Board declared by a majority vote of 4 to 3 against recognition of the principle of collective bargaining as between Board and employees. All reference to pending cuts necessary later in the year to meet the drastic reduction in education estimates was carefully avoided by the C.G.A. members. Months later, when pushed to face this question, the chairman of the Finance Committee admitted frankly that in preparing the School Board Estimates in January he had done so with no thought whatsoever of the existing schedule since, in his opinion, it

was out-moded, giving teachers far more than was these days enjoyed by those in other walks of life. He stated that no definite new schedule had been draughted, but one certainly would be to adjust salaries to the requirements of the times.

In May policies were passed by the Board and its Finance Committee which threw into the background the importance of the details of salary schedule. The Board adopted the resolution that notice of dismissal be sent to each teacher as early as possible and no teacher be re-engaged without submitting a written application. It was also declared that the new contracts would be on a yearly basis, the chairman of the Board stating that the loss, if teachers considered it a loss, of security of tenure was entirely their own fault, since they themselves, had done away with the 30 day notice feature in contracts, and had now, deservedly, lost the "Board of Reference to which he, personally, as chairman of the Calgary School Board would never, under any circumstances, consider referring." He also reiterated his amazement and non-comprehension that a yearly contract should engender fear and misgiving in any teacher who was loyal and efficient. Such fears could result only from the guilty conscience of the disloyal and inefficient, and teachers so affected should be weeded from the staff.

Following this revolutionary change in outlook, representatives of different groups of employees were asked to meet the Finance Committee for a hearing (not a discussion) of their views on the new schedule which had just been drawn up a few hours previously. This draught introduced differentiation between men and women and severe lowering of levels in almost all salaries. A second hearing was given by the Finance Committee just at the time when public opinion began to be roused in the issues of collective bargaining, security of tenure, and sex differentiation in salaries. Quite unexpectedly at the beginning of the second hearing, all differentiation as between men and women was eliminated and minor changes made in maximums. Having no collective discussions for threshing things out, these "hearings" were simply guessing contests as to what to expect next.

On May 28, a statement, signed by four members of the Calgary School Board, appeared in a local paper, in which, it was stated that these trustees disapproved of teachers taking part in municipal elections and that they proposed that the new contracts should give expression to this disapproval.

At this stage of development a mass meeting of citizens was called by a group of independent women, and was held in the Grand Theatre, May 29. The theatre was filled to capacity and hundreds were turned away. The purpose of the meeting was to organize protest against the loss of accepted rights of employees: (1) Collective bargaining; (2) Security of tenure; (3) Citizenship rights. A committee of ten was appointed at the meeting to negotiate with the Board on these issues.

Since that time the teachers' position has improved in the following respects:

1. The Board has amended the motion of May 16, and has substituted for the clause requiring individual re-application, a clause providing that a new contract shall be mailed with each notice of dismissal but has not rescinded the motion to send notice of dismissal.

2. The Board has stated that the new contract to be signed will be the regulation contract, prescribed by the Department of Education.

3. The teachers were granted on June 3, the privilege of meeting the Board in committee and discussing with them adjustments in the salary schedule, but no other matter.

On the other hand the Board refused to grant the teachers' request that the Board clarify its stand on the following questions:

1. Collective bargaining;

2. Security of tenure;
3. Citizenship rights.

At a regular meeting of the Board held on June 14 it was passed by a 4 to 3 majority to refuse a hearing to the representative of this Citizens' Committee, two of the majority group contending that personal letters, supposedly from this same organization, had been received by certain Board members, implying a threat that such and such action would be taken if such and such were not done by the Board. The 3 minority members insisted that no threat could be considered as such when no letter, report, or word from this Citizens' Committee has ever come up at a previous Board meeting.

Although the individual attitude of the majority group on the Board showed marked modification on vitally contentious issues, the motion refusing to recognize collective bargaining, the motion of dismissal of teachers, though amended, somewhat, and lastly the motion containing the following statement are all intact in the Minutes:

"That this Board expresses the view that it is undesirable for its employees to take an active part in local, municipal, civic affairs."

The following aspects of the situation still give the teachers cause for concern:

1. The Board has not officially recognized the principle of collective bargaining and has reserved the right to restrict the discussion to certain subjects—in this case to salary schedule only—and therefore the teachers' right to negotiate on any question affecting their relationships with the Board is not on a permanent basis and may be granted or withheld at the pleasure of the Board. This concept of negotiation is only a partial recognition of collective bargaining and is far from satisfactory.

2. The new contract is to be valid for one year only and so security of tenure has not been secured and this whole disturbing situation may be repeated in 1936.

3. The Board has not, as yet, made any statement designed to allay the fears occasioned by the newspaper statement threatening the loss of political rights. The motion on June 14 rather confirms previous belief that municipal rights are infringed upon.

Until these vital issues have been settled the teachers consider the situation very unsatisfactory.

Following is the text of a resolution passed by a mass meeting of Calgary Teachers:

Whereas: According to newspaper reports, the Calgary Public School Board has decided to dismiss collectively every member of their teaching staff and to obligate each teacher individually to make application in writing seeking re-engagement; and

Whereas: Such action is in itself a negation of the principle of collective bargaining; and

Whereas: The said school board during the month of February last voted down a resolution that they bargain collectively with their employees with respect to a proposed new schedule of salaries; and

Whereas: The principle of collective bargaining between employers and employees is now generally recognized in all progressive communities and countries throughout the world, (either as a privilege accorded or as a right imposed by statute) it being considered essential to the welfare and dignity of employees and an essential safeguard against such abuses as unfair discrimination against or in favor of individual employees; and

Whereas: The collective dismissal and enforced requirement abovementioned to re-apply for engagement is an implicit avoidance on the part of the said school board to shoulder the responsibility of directly dismissing any individual teacher or teachers with whom the board may consider it desirable to sever their connection; and

Whereas: Such wholesale dismissal abovementioned unnecessarily places each and every member of the teaching staff under a cloud of uncertainty and apprehension; and

Whereas: This course of action and procedure furnishes a facile method of precluding any possibility on the part of any teacher not re-engaged—i.e. dismissed—having any op-

portunity of being informed of the reasons for such dismissal or of being provided with an opportunity for any hearing with respect thereto; and

Whereas: This collective dismissal, the requirement to apply for re-engagement and the abrogation of the facility for implementing the principle of collective bargaining, is considered by the teachers concerned as constituting an indignity and injustice, not only to themselves, but to the teaching profession generally;

Therefore, Be It Resolved: That this mass meeting of members of the teaching staff of the Calgary Public School Board do go on record as protesting with indignation and vehemence against such action and procedure of the Calgary Public School Board, precipitating a situation of chaos and uncertainty with regard to future employment; and

Be It Further Resolved: That the teachers of Calgary appeal to the citizens of Calgary to support them in their efforts to secure justice and fair treatment; and that we request the various organizations of the City of Calgary to take definite steps to establish permanently the principle of collective bargaining in connection with the employees of the Public School Board.

TEACHERS VICTIMS OF GOVERNMENT ACTION

CALGARY—The announcement by the majority members of the Calgary School Board that it intended dismissing the entire staff of 425 teachers, the majority of whom have served the citizens of Calgary for a good many years, must have brought satisfaction complete and gratifying to those who struck from *The School Act* the right to a Board of Reference where an injustice was taking place.

It is more than passing strange that those who were so anxious to protect their class from the unwarranted action of mortgage companies and spent hours and hours, both in the House and in caucus to get that protection, were just as relentless in their attitude to refuse reasonable protection to those in other walks of life.

Here we have in Calgary men and women who, believing that they were protected against the whims of a small group of trustees, so long as they gave efficient service, making investments in homes and planning for their future, and overnight at the behest of lobbyists for the Trustees' Association, by a one-vote majority placing all this in the discard and requesting that each and every one shall make fresh application, breaking down the rights of seniority and dispensing with the salary increases that have been earned by years of faithful application to their duties. These teachers are now placed among the unemployed and certainly with substantial reductions in salaries facing those who are eventually re-engaged, through the actions of a government that a year ago was so glib in their professions of faith that they wanted to pass a Code of Industries Act so that fair trading practices would be the rule in this province.

Empty Gestures

Quite true, the year-old professions have proven to be empty gestures, because that too has been a hollow piece of legislation, but here this last session they even went out of their way to undo that which had been done in the past, while leaving undone the matter of protection that they might have given in the future.

It was commonly reported in the corridors of the Legislature that one of the members from the south-eastern boundary of the Province desired to discharge his teacher without reason, and so the edict went forth that *The School Act* would be amended to be obliging—it can now be stated that they did their work well—yes, much better than even their fondest hopes.

It is going to be a tough day in Alberta if we ever get a reactionary government if this is a sample of a so-called progressive one. However, there is still legislation in effect in Calgary that can afford some assistance to harassed persons and so the last has not been heard of the present decision by the C.G.A. board in this centre.

—*Alberta Labor News.*

Book Reviews

HOUSE WIRING—Thomas W. Poppe.

Revised and Enlarged by Harold P. Strand.

224 pages: 1930: \$1.00

(The Norman W. Henley Publishing Company, New York)

A hand pocket manual for electricians and technical students. Describes and illustrates up-to-date methods of installing electric-light wiring, bell and telephone wiring, and burglar-alarm wiring. A reliable guide in all problems of wiring, and conforms to the rulings of the 1930 Code of the National Board of Fire Underwriters (U.S.A.). Contains just the information needed for the successful wiring of a building.

Printed in large, clear type on good paper, and profusely illustrated with practical diagrams and tables, clearly produced.

There is a useful and comprehensive index at the end of the book.

ELEMENTARY GENERAL SCIENCE—BOOK I

Hughes & Panton—120 pages: 65c

(Blackie & Son Ltd., London, Glasgow and Toronto)

The first of a series of three books designed to provide a course in Science for boys and girls of average ability between the ages of 11 and 14.

The motif of the series is thus explained by the authors: "We try to give children some more or less coherent idea of how mankind lives and has lived on this planet. There is really only one topic—The Process of Living. When studying Geography we look through the spectacles of geographers at life in space; when studying History we look through the spectacles of historians at life in time. Our thesis is in conception a very simple one: it is that in studying Science we should look at the same topic, The Process of Living, but through the spectacles of men of Science. Our course will then consist of one main theme—Living—and everything we study will be related to it."

The course is concentric and progressive, starting in Book I, with a "very simplified version of life"; and the various studies are grouped in each book around four main activities—Breathing, Feeding, Moving and Sensing.

The mode of treatment is well calculated to stimulate the habits of personal observation and experiment in regard to the common things of daily life. An interesting feature of the book is a system of notebook summaries, in which key words are omitted, to be filled in by the pupil from an exclusive list given immediately above. Production is up to the Blackie & Sons, Ltd., usual high standard.

The authors conclude their preface to teachers with the remark: "For children, the best science text-book can never be more than a clever robot; the breath of life must be communicated by the teacher". Why not give the children their due, by recognizing that in them is the breath of life, which it is the business of the teacher to fan, if possible, into flame?

ELEMENTARY ECONOMICS

H. Michell, M.A., (Professor of Political Economy in McMaster University)

261 pages: 1932. (Sir Isaac Pitman & Sons, Ltd., Toronto)

An elementary text for young beginners, such as the senior students in high schools.

As a compendium of information on the facts and data with which economics deals, the author has given his readers a most readable book, full of live interest, and well calculated to make them forget the dismal reputation of the subject. That is, of course, as it should be, since there never was a time when it was so important that our more intelligent youth should be well posted on the economic problems of the day.

The author is to be commended also for the manner in which he keeps the human interest of the subject well in front in discussing the social problems that have arisen. Even when his conclusions are debatable, or perhaps especially then, the discussion evoked will tend to deepen interest and stimulate enquiry. When it is noted that the author's attitude on current problems inclines to conservatism, it may be anticipated that many thoughtful teachers will differ from him on debatable points, of which there are not a few.

The questions appended to each chapter possesses the unusual but commendable feature that they are not intended to be answered from the text, but require independent research on the part of the student. To the same intent, perhaps, is the omission of a workable index. It would be excellent practice for each student to make his own.

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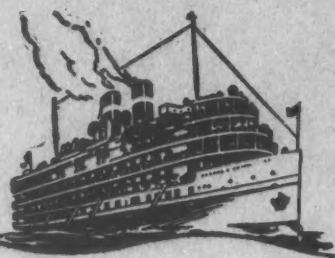
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